

SCAAC Meeting Minutes

(School Curriculum, Assessment, and Accountability Council)

November 12, 2001
 State Board Room
 Capital Plaza Tower, Frankfort, Kentucky

Committee Members:

Jamie Bowling Dale Campbell Kay Freeland Suzanne Guyer Varetta D. Hurt	Benny Lile, Chairman Gary Meilcarek Eleanor Mills Henry Ormsby Roger Pankratz	Robert Sexton Linda Sheffield, Ph.D. Dr. H. M. Snodgrass Roxie R. Tempus J. Maynard Thomas, Vice-Chairman
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SCAAC Agenda

	Agenda Items	Presenters
	Call to Order	Benny Lile
1	Roll Call	Roger Ervin
2	Approval of September 12, 2001 Meeting Minutes	Benny Lile
3.	CATS State and Regional Disaggregated Results	Scott Trimble
4.	Core Content Review – Purpose to Address Curriculum Questions	Starr Lewis and Scott Trimble
5.	Minority Student Pilot Projects	Michael Dailey
6.	Update on Decisions About Extending Regulatory Timelines	Scott Trimble
7.	Update on Federal Actions – Information About the Possibility of Kentucky Receiving an Exemption From the 3-8 Every Year Testing	Scott Trimble
Adjournment		

Call to Order**Benny Lile**

Chairperson Benny Lile called the meeting to order at 9:06 a.m. EST. Benny noted that there are two open positions on the committee. Benny Lile and Kentucky Department of Education staff are in contact with the Governor's office to have the positions filled.

1. Roll Call**Roger Ervin**

The membership roll was called with the following members present:

Dale Campbell
Kay Freeland
Suzanne Guyer
Benny Lile

Henry Ormsby
Robert Sexton
Linda Sheffield
Dr. H. M. Snodgrass

Roxie R. Tempus
Maynard Thomas

Presenters:

Starr Lewis, Office of Academic and Professional Development, Kentucky
Department of Education
Scott Trimble, Office of Assessment and Accountability, Kentucky Department of
Education (KDE)

In Attendance:

Kentucky Department of Education: Roger Ervin, Linda Frazer, Brenda Withrow, Ivan
Zabilka
Legislative Research Commission, Office of Education Accountability: Gerald Lunney

2 Approval of Minutes from September 12, 2001 Meeting**Benny Lile**

Committee members reviewed the minutes from the September 12, 2001 meeting. Linda Sheffield made the motion to approve the September minutes as written. The motion was then seconded by Suzanne Guyer. The Committee voted and the motion passed without opposition.

Benny Lile indicated that he has been in contact with the Governor's office and they are continuing to work on the appointment of a school board representative and a District Assessment Coordinator to the SCAAC.

Through a PowerPoint presentation and handed-out materials, Scott Trimble provided background information on the disaggregation of results for the Commonwealth Accountability Testing System. State and Region results were presented with concentration on data from the Kentucky Core Content Test. The results are presented in “scale score” units, and in the student performance level metric (N/A/P/D).

Some of the findings are:

- Student enrollment is smaller (decreases) as grade levels increase, except at the ninth grade which is in part a function of 9th grade retention rates.
- 71% of African American students are enrolled in seven school districts.
- As grade levels increase, the decrease in enrollment is at a greater pace for African-American and Hispanic students.
- African-American students and male students are more likely to be identified as students with disabilities.
- African-American students at the high school level make up a smaller percentage of tested than at the elementary and middle school levels.
- The Asian student population, which averages 300 to 400 students at each grade level, is performing at a higher level than other ethnic populations.

Committee members worked through the reports looking at state level results. There was discussion on the meaning and use of various data elements in the reports. Members wanted clarification on why results are not reported for categories that have fewer than 10 students. The Federal Family Education Rights and Privacy Act (FERPA) and other State laws do not allow reporting of test results that will identify an individual students performance. The accepted statistical standard to assure confidentiality is for the category to have 10 or more students.

Committee members then discussed specific subpopulation performance gaps. These areas include:

- The gap between males and females grows wider from elementary school to middle school, and middle school to high school.
- The gap between Caucasian and African American students remains about the same at the elementary and middle schools, but widens from middle school to high school. Why have the scale score gaps not narrowed with student dropouts at the impacting high school data as well. The numbers indicate that students dropping out of school are not necessarily the lowest scoring or achieving students.
- The gaps within the students with disabilities population are approximately the same as the gaps within general student population. These gaps increase

noticeably at the middle school level, and are extremely high at the high school level.

Committee members provided suggestions for possible changes to the reports for KDE consideration.

- Some of the reports have proficient and distinguished performance levels combined for reporting. The combining is historical in nature as the goal is to reach proficiency. As more students achieve the proficient and distinguished performance levels, is it time to report the categories separately.
- Should some of the reports expand the graphing of results for novice and apprentice showing novice non-performance, novice medium, novice high, apprentice low, apprentice medium, and apprentice high. This might assist schools where the African American student membership at middle and high school has declined over the years and the performance gap at middle and high school has expanded.
- Scale scores are useful for schools, but confusing to the general public. The public accepts the use of scale scores in reporting ACT and SAT results, but would need further assistance in using Kentucky Core Content Test scale score data.
- Reports should be tailored to the audience. Members felt that Kentucky has 5 or 6 different types of report users and the reports should be tailored to the needs of these groups. KDE might need to repackage the reports or provide separate reports.
- KDE has continued to expand the number of reports and the information in the reports. Should KDE continue to provide this level of data or should the data be repackaged?

Committee members discussed the individual reports and how the reports are sent to students. The Department's recommendation to schools is for the schools to meet with the parents.

Some committee members desire expanded demographic classifications to provide further information about students. KDE is moving towards obtaining additional student demographic information from the STI system, the student attendance system used by Kentucky schools. The demographics page in the student response booklet cannot be expanded without consideration of additional costs and time spent by teachers and administrative staff in coding student classifications in the response booklet. The Department's solution is in modifications to the STI system to record demographic information in an expanded form. The STI system for school year 2001-2002 has been modified to capture additional demographics information and a pilot with Kentucky schools will occur as part of the Spring 2002 CATS administration.

Two questions posed at the September 12th SCAAC Meeting for consideration at the November meeting were:

- (1) How can we refocus the attention of teachers on the Program of studies, when the Core Content has usurped the focus because of testing, and
- (2) How can we get more focused on the individual student and his/her progress through the system.

Background information on Kentucky high schools was provided. The fact sheet addressed the entering freshman class of 1996 and tracked the group through graduation in 2000. The sheet covered high school dropout rates, student retention rates, successful transition to adult life, and student performance in Kentucky public colleges, community colleges and independent colleges.

The Kentucky legislature is concerned about success for each child. The Department has been asked to advise the Education Assessment and Accountability Review Subcommittee (EAARS) on the possibility of exit exams at grades 5, 9 and 12. The Department feels that there are tools already in place for schools to look at student progress. The committee was asked to consider implications of exit exams and at a future time provide suggestions on the merits of exit exams in Kentucky schools.

The Commonwealth has received two Federal grants to increase the number of students in Advanced Placement (AP) classes and to prepare students for AP programs. While some classes in Kentucky schools may have an AP title, they are not offering an AP curriculum. While the Virtual High School is meeting the need in offering AP courses, the Virtual High School currently does not address remediation.

A committee member wondered if we have lost site of the Program of Studies. We are sending mixed message to teachers as Schools/Teachers are held accountable for KCCT results.

Discussions occurred on the tracking of students so that continuous progress can be demonstrated. Comments from committee members were:

- Need to build a longitudinal system that tracks student performance.
- Student based database system should be implemented.
- Tracking of student progress should not increase the record keeping on teachers.

Discussion moved to the Individual Graduation Plan (IGP). An IGP is completed for all students who graduate starting with the spring of 2002. Members reviewed the Student

Career/Transition Plan. The program starts in 8th grade. Some committee members suggested that the plan start at grade 6. Other members wondered if there should be a plan that covers grades P-12 and not start at grade 6. This would help with the reading problems that need to be addressed prior to grade 6. Committee members were shown a draft form that schools may choose to use. It was suggested that AP information be added to the form. The draft form is a good tool for communication between the school, student, and parent. Committee members recommended that the Student Career/Transition Plan be expanded to address follow-up with students and parents on students IGP status.

Discussion occurred around the Kentucky Early Learning Profile (KELP). The program is for Elementary Schools, but is not a KDE required program. The spirit of KELP is still in place. Committee members had a question about number of fifth year primary students, and asked staff to get numbers as well as determine the accuracy of the numbers. KELP is missing items from Program of Studies. If KELP is used it must be modified to include all components of the Program of Studies. It was agreed that further discussion in a future meeting is desired.

Members expressed thoughts on:

- What do we do to get more people involved with core content? High School Math text books should be adopted based on new standards, even though the Program of Studies is not likely to be modified.
- Student education in a given year emphasizes the areas measured in KCCT and not an ongoing continuum.

5	Minority Student Pilot Projects
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Michael Dailey

The presentation of the Minority Student Pilot Projects was rescheduled for a later meeting.

6	Update on Decisions About Extending Regulatory Timelines
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Scott Trimble

At its October meeting, the Board basically adopted the recommendation supported by SCAAC. After considering the options around this complex issue, the Board directed the Department to communicate the following to schools reconfigured in the schools years 1999-2000, 2000-2001, and 2001-2002.

OPTION: For schools reconfigured during school years 1999-2000, 2000-2001, and 2001-2002, the Kentucky Board of Education will consider granting a waiver and/or amending its regulation to permit the baselines for reconfigured schools to be calculated when a reconfigured school has been in operation for a complete biennium. This would mean that a reconfigured school would be held accountable using the aggregate district data at the appropriate level (i.e., elementary, middle, or high school) until the school has been in operation for a complete biennium at which time the school would receive a baseline, and goal and assistance lines calculated from its own data.

7	Update on Federal Actions – Information About the Possibility of Kentucky Receiving an Exemption From the 3-8 Every Year Testing	Scott Trimble
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The federal legislation, “No Child Left Behind,” was currently in conference between the U. S. Senate and House of Representatives. While a negotiated bill was anticipated soon, there were no details available now. While many were speculating about the details, there was no additional solid information at this point. Most expected the bill to pass soon. Some thought it could be as late as the early part of 2002.

ADJOURNMENT

The next meeting is scheduled for January 14, 2002.

The meeting was adjourned.